DOCUMENT RESUME

ED 451 327 UD 034 108

| | |
|---|---|
| TITLE | A Report on the Results of the State Grade 4 English Language Arts Test in New York City. |
| INSTITUTION | New York City Board of Education, Brooklyn. Div. of Assessment and Accountability. |
| PUB DATE | 2000-06-00 |
| NOTE | 34p. |
| AVAILABLE FROM | New York City Board of Education, Division of Assessment and Accountability, 110 Livingston Street, Room 728, Brooklyn, NY 11201. For full text: http://www.nycenet.edu. |
| PUB TYPE | Numerical/Quantitative Data (110) -- Reports - Research (143) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | *English; *Grade 4; Intermediate Grades; *Language Arts; *Language Skills; Standardized Tests; *State Standards; *Student Evaluation; Urban Schools |
| IDENTIFIERS | *New York City Board of Education |

ABSTRACT

This report summarizes results for the second administration of the State Grade 4 English Language Arts (ELA) assessment for New York City public schools in February 2000, comparing 2000 results with results from the 1999 administration of the Grade 4 ELA and from New York state overall and other cities nationwide. Performance of New York City's fourth graders rose by 9 scale score points in 2000. This gain was larger than that achieved by other large cities, though it was lower than the state overall. The percentage of students scoring in level 1 (below basic) declined. The percentage of students scoring in level 3 (proficient) and level 4 (advanced) increased by 9 percentage points, compared to 7 points for other large cities. Almost 7,500 more New York City fourth graders met the state ELA standards in 2000 than 1999. All community school districts and the Chancellor's district showed gains in both mean scale scores and percentage of students in levels 3 and 4. The performance of New York City Schools Under Registration Review also improved. There were improvements in the scores of New York City's English language learners (ELLs) and students who were formerly ELLs. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 451 327

# A Report on the Results of the State Grade 4 English Language Arts Test In New York City

June, 2000

UD034108

R. Tobias
New York City Board of Ed. -
DAIA

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.





BEST COPY AVAILABLE

## A Report on the Results of the February 2000 State Grade 4 English Language Arts (ELA) Test In New York City

### Highlights

In February 2000, 77,456 New York City students participated in the second annual administration of the State Grade 4 ELA. The test assesses student mastery of the new ELA performance standards in reading, writing and listening. The results indicate that, throughout the city, many more fourth graders met the new rigorous ELA standards than in January 1999.

Specific highlights are as follows:

- Overall, the performance of New York City's fourth graders rose by 9 scale score points, from a mean of 627 in January 1999 to a mean of 636 in February 2000.
- The mean gain of 9 scale scores for New York City was higher than the 7 point gain achieved by the other large cities in New York State, i.e. Buffalo, Rochester, Syracuse and Yonkers. New York City's gain was 2 scale scores lower than the state overall.
- The percentage of students scoring in Level 3, Proficient, and Level 4, Advanced, increased by 9 percentage points, from 33 percent to 42 percent, compared to 7 percentage points for the other large cities.
- Almost 7,500 more New York City fourth graders met the State ELA standards this year than last.
- The percentage of students scoring in Level 1, Below Basic, declined by 2 percentage points. Approximately 1,400 fewer students scored in Level 1 this February than last.
- All Community School Districts and the Chancellor's District showed gains in both mean scale scores and the percentage of students in Levels 3 and 4. Thirteen districts showed large gains of at least 10 scale scores.
- The number of Community School Districts with mean scale scores in Level 3 increased by 7, from 2 in January 1999 to 9 in February 2000.
- The performance of New York City's schools under registration review (SURR) also improved. The percentage of SURR school students scoring in Levels 3 and 4 increased by 7 percentage points and the percentage in Level 1 decreased by 6 percentage points.
- There were also improvements in the scores of New York City's English language learners and students who were formerly English language learners. Forty-four percent of former English language learners scored in Levels 3 and 4, a higher percentage than for all tested New York City students.

## A REPORT ON THE RESULTS OF THE FEBRUARY 2000 STATE GRADE 4 ENGLISH LANGUAGE ARTS TEST IN NEW YORK CITY

### BACKGROUND

In 1999, New York State administered new tests at Grades 4 and 8 to assess more demanding standards and to serve as benchmarks for new Regents examinations required of high school students. In English Language Arts (ELA), the tests assess reading, writing, and listening; language conventions, grammar, and usage; and comprehension and appreciation of literature.

This report summarizes results for the second administration of the State Grade 4 ELA assessment for New York City public school students. This test was administered during the first week in February, 2000. The Grade 8 ELA assessment was administered in mid-May; results for this assessment will be reported by the State Education Department in fall, 2000. The report compares New York City's results for 2000 to scores from the first administration of the Grade 4 ELA in 1999 as well as scores for New York State overall and other large cities across the State.

### ELA STANDARDS AND ASSESSMENT

New York City and New York State have instituted higher standards for all students in English Language Arts (ELA). These standards require students to read, write, listen, and speak for:

- Information and understanding (Standard 1),
- Literary response and expression (Standard 2), and
- Critical analysis and evaluation (Standard 3).

The Grade 4 ELA measures students' attainment of these standards using an assessment administered over three days, and including a variety of formats that required students to:

- Read 3 passages and 2 poems and answer 28 multiple-choice questions (45 minutes on Day 1),
- Listen to a passage and write two short answers and one longer answer (30 minutes on Day 2),
- Write an extended response to a stimulus picture (30 minutes on Day 2), and
- Read two articles and write one short answer, one longer response, and one newspaper article (60 minutes on Day 3).

## SCORING AND REPORTING

### Scoring the Assessment

The Grade 4 ELA assessment includes both multiple-choice questions and performance assessments. The 28 multiple-choice questions were machine scored as right or wrong. In addition, trained staff scored the written responses to the performance assessments at regional scoring sites. Teachers do not rate their own students' work. The performance assessments were rated in four areas:

- Listening/Writing (Maximum score of 4 points),
- Independent Writing (Maximum score of 3 points),
- Writing Mechanics (Maximum score of 3 points), and
- Reading/Writing (Maximum score of 4 points).

Students' final scores are based on their performance on both the multiple-choice items and on the performance assessments. Raw scores ranged from one to 42 points.

### Reporting Students' Scores

Results on the State ELA are reported in scale scores and proficiency levels. Using item-response theory, raw scores are converted into scale scores. Scale scores indicate the level and complexity of skills that students have mastered, and can be compared across grades. The State Education Department has identified four proficiency levels that indicate the extent to which students have met the standards for their grade. As indicated on the accompanying chart, Grade 4 ELA scale scores range from 455 to 830. Within this range, the four proficiency level categories are defined as follows:

- Level 4: shows superior performance; superior knowledge and skill for all standards for the grade level (692-800),
- Level 3: meets all standards; shows knowledge and skill for all standards (645-691),
- Level 2: shows partial achievement of the standards; some knowledge and skill for each standard or full proficiency on some but not all of the standards (603-644),
- Level 1: shows minimal achievement of the standards; demonstrates no evidence of proficiency in one or more of the standards (455-602).

New York City's promotional policy includes assessments of scores on standardized reading and mathematics tests as one of multiple indicators to be considered when making decisions about promotion.

### Audit of Performance Assessment Scoring

The SED audited teachers' scoring of the performance assessments throughout New York State. A sample of approximately 10 percent of the papers scored by New York City teachers was rescored by an outside vendor. The two sets of ratings on the papers in the sample are in the process of being scanned, and will be compared to ensure the accuracy of the ratings of student responses.

## STUDENTS TESTED

A total of 77,456 students were tested in February, 2000, of whom 66,610 were general education students and 10,846 were students with disabilities (see Table 1). Included in the total tested are 5,793 English Language Learners (ELLs) who met the criteria for inclusion in the English test administration. This represents 51.1 percent of all Grade 4 ELLs. Of the ELLs tested in English, 4,029 were general education students and 1,764 were disabled. The students with disabilities who were tested included students in general education with supplemental aids and services (e.g., resource room, related services, consultant teacher services, integrated programs, etc.) and students in self-contained classes, with testing modifications as required by their Individual Education Plans (IEPs).

### Percent of Register Tested

The tested population represents 92.1 percent of the 84,156 students on register in Grade 4 in January, 2000. While the number of students tested this year was greater than last year (75,965); the number of students on register remained comparable. Thus, overall similar percentages of students on register were tested in both years (1999 = 91.2 percent, 2000 = 92.1 percent).

## STUDENTS EXEMPTED FROM TESTING

### Students with Disabilities

Students with disabilities whose IEPs specify that they will not participate in State assessments (Category C) did not take the Grade 4 ELA, and thus are not included in this report.

### English Language Learners (ELLs)

The SED exempts ELLs from taking tests in English if they fall below a specified English language proficiency level (below the 30$^{th}$ percentile on the English Reading sub-test of the Language Assessment Battery). Scores below this level indicate that the student's grasp of English is not sufficient to permit meaningful assessment in English. New York City's policy parallels the State's, but imposes additional restrictions. Under New York City's more stringent requirements, students are exempt until their fifth year in an English language

school system, rather than indefinitely as under state policy. New York City adds another stipulation—that kindergarten and the current school year be included as part of the five-year exemption criterion.

Thus, all ELLs who entered an English language school system on or before October 1, 1995 were required to take the test. In addition, ELLs who had been in an English language school system for less than five years but who scored at or above the required proficiency level were also tested.

This year 5,553 students (6.6 percent) of all Grade 4 students on register were exempt from taking the ELA test because of their ELL status. This is slightly lower than the 5,944 ELL students who were exempted in 1999 (7.1 percent).

In addition, 15,324 students who took the Grade 4 ELA had previously received bilingual/ESL services and had tested out of entitlement prior to the administration of the test ("Former ELLs"). This represents 18.2 percent of the Grade 4 population in 2000. Just over 17 percent (17.4 percent) of the Grade 4 student population were Former ELLs in 1999.

### Absentees

Students were tested in three sessions from February 1-3 and during the make-up period, February 4-8. A small fraction of 4$^{th}$ graders (1.0 percent) were absent (754) for one or more sessions of the test. As per State Education Department (SED) policy, scores are calculated and reported only for students who completed all three test sessions.

## MONITORING AND ANALYSES

### Monitoring of Test Administration

Several significant enhancements in test security procedures and in the analyses of test results were implemented for the administration of this year's City and State assessments. The Office of Monitoring and School Improvement and the Division of Assessment and Accountability coordinated test administration and security review efforts on the Grade 4 ELA. A combination of central and district representatives visited all of the schools during test administration.

Staff from central offices reviewed 575 schools. In addition, each District Assessment Liaison coordinated local school reviews with representatives from their respective districts in the remaining schools administering the test.

### Analyses of Irregularities in Patterns of Results

In addition to erasure analyses, which flag classes that have an excessive number of erasures changing responses from "wrong" to "right," DAA is in the process of conducting several statistical analyses that are specifically designed to determine whether there are any significant anomalies in the patterns of test results at the classroom level. This statistical audit includes analyses of:

- Item-response patterns to ascertain whether results for particular classes differ significantly from City results,
- Trends over time to determine whether large gains in student performance on a particular test are sustained across schools, and
- The number of students eligible to be tested compared to those who actually took the test to ensure that schools are administering the test to all appropriate students.

Schools that show irregularities in patterns of results in these analyses are identified as warranting further investigation. A separate report detailing the results of the statistical audit will be completed in July.

## RESULTS

As per SED policy, the main presentation of results is based on the scores of all tested students. This includes general education students, disabled students, and English Language Learners.

### Context for Results

The results of the Grade 4 ELA are best examined within the context of the demographic and resource differences between New York City, other large cities in the State (i.e., Buffalo, Rochester, Syracuse, and Yonkers), and New York State as a whole. As indicated in Table 2, the New York City public schools are more similar to the "Other Large Cities" than they are to New York State as a whole. Both New York City and the Other Large Cities evidence considerably greater need than New York State.

The comparison of demographic characteristics is based on variables such as the percent of ELLs, and the percent of students receiving free lunch. Resource allocations are examined by comparing per pupil expenditures, the number of microcomputers per 100 students, and the number of library books per student. This comparison shows New York City to be faring less well than the state as a whole. New York City also has fewer certified teachers than both the Other Large Cities and New York State as a whole.

## City, State, and "Other Large Cities" Results

Figure 1 presents mean scale scores for 1999 and 2000 for New York City public schools, New York State as a whole (including New York City), and "Other Large Cities" for the purposes of comparison. Overall, New York City fourth graders showed large improvements in performance in 2000. Fourth graders in New York City improved an average of 9 scale score points, from 627 in January 1999 to 636 for the current year. The average score of New York City fourth graders rose to within 9 scale scores of the threshold for Level 3, full proficiency, and exceeded that of the Other Large Cities. This level of improvement compares with an average gain of 11 scale score points for the State as a whole and 7 scale score points for the Other Large Cities.

Figure 2 compares the percentage of students in each proficiency level in 1999 and 2000 for the City, the State, and for the Other Large Cities. The percentage of New York City students in the proficient and the advanced categories (Levels 3 and 4 combined) increased 9 percentage points--from 33 percent to 42 percent. The 42 percent in Levels 3 and 4 is 3 percentage points higher than that of the Other Large Cities, the entire difference being at Level 4; 10 percent for New York City versus 7 percent for the Other Large Cities. In fact, the approximately 7 percent increase in the percentage of New York City public school students achieving Level 4 translates into over 5,000 (5,093) more students scoring in the advanced level in 2000 as compared with 1999.

## District-Level Results

In June, 1999, 37 elementary and middle schools were removed from 15 community school districts, and added to the Chancellor's District. Thirty-three of these schools included fourth grade students, who were tested on the ELA in February, 2000. In order to accurately compare districts' performance on the Grade 4 ELA in 1999 and in 2000, the 1999 results have been adjusted to reflect the organization of the schools in 1999-00.

For example, schools that were under the jurisdiction of District 16 when the 1999 ELA test was administered, but that had been transferred to the Chancellor's District the following school year, were removed from District 16's adjusted 1999 results and added to the 1999 results for the Chancellor's District. This permitted the same set of schools to be included in each district's comparison of 1999 and 2000 ELA results.

## District Results on the 2000 Test

Tables 3, 4, and 5 present district-level results for the 2000 administration of the Grade 4 ELA. These data are also displayed graphically in Figure 3. Overall, 15 districts recorded mean scale scores higher than the citywide average of 636 (2, 3, 15, 18, 20, 21, 22, 24, 25, 26, 28, 29, 30, 31, 33). Ten

districts' (2, 18, 20, 21, 22, 25, 26, 28, 31, and 33) average mean gain placed them in Level 3 (i.e., full proficiency) as compared with only 2 districts (2 & 26) scoring in Level 3 in 1999.

**Changes in Performance from 1999 to 2000 by District**

Figure 3 illustrates the change in mean scale score performance between 1999 and 2000 by district. Thirteen districts (1, 2, 12, 13, 16, 20, 21, 22, 23, 24, 26, 28, and 33) improved an average of 10 or more scale score points with an additional 6 districts (3, 7, 15, 18, 25, and 27) posting an average gain of between 9.8 and 8.9 scale score points. The average scale score gain was 8.9 scale score points citywide.

Changes in student performance by proficiency level for each district are presented in Tables 4 and 5. The change in the percentage of students scoring in Levels 3 and 4 (proficient and advanced) by district is presented in Table 4. The change in the percentage of students scoring in Level 1, the least proficient level, is illustrated by district in Table 5. Of interest in terms of assessing the performance of fourth graders, over 1,450 fewer students scored in Level 1 on the Grade 4 ELA in 2000 as compared with number scoring at this level in the previous year.

**Disaggregated Results for SURR Schools**

Schools Under Registration Review (SURR) are schools identified by the State Education Department as at risk of having their registrations revoked unless they demonstrate improved performance on State tests. Figure 4 summarizes the performance of SURR schools on the Grade 4 ELA and compares the performance in these schools with their performance on the previous year's test. As indicated in Figure 4, the percentage of students in SURR schools scoring in the lowest proficiency level, Level 1 declined from 40 percent in 1999 to 34 percent the following year, a decrease of 6 percentage points. Conversely, the percentage of students in SURR school achieving Levels 3 and 4 (proficient and advanced) increased from 14 percent to 21 percent.

**Disaggregated Results by English Language Learner Status**

Figure 5 compares the performance of English Language Learners (ELLs) and English Proficient (EP) students on the Grade 4 ELA for 1999 and 2000. As indicated in this figure, the percentage of ELLs scoring in the lowest level, Level 1, declined from 66 percent in 1999 to 62 percent the following year. The percentage of ELL students scoring in Level 2 increased 2 percentage points in 2000 from 31 percent in 1999 to 33 percent in 2000 while the percentage of students scoring in Levels 3 and 4 combined (i.e., the proficient and advanced categories) increased from 3 percent in 1999 to 5 percent in 2000.

Figure 6 disaggregates the performance of fourth graders who are "Former ELLs," that is students who had received bilingual/English as a second language (ESL) services in the past and who had already tested out of entitlement prior to the administration of the State Grade 4 ELA. Overall 44 percent of Former ELLs achieved Levels 3 and 4 (i.e., proficient and advanced) on the Grade 4 test. This level of performance matches the performance reported for English proficient students in these categories (44 percent), and surpasses the percentage reported scoring in Levels 3 and 4 in the City as a whole (42 percent). The finding that ELLs who receive bilingual/ESL services and then test out of entitlement perform well subsequently on tests in English is one that has been found in other Division of Assessment and Accountability studies examining the performance of ELLs.

**Disaggregated Results by Racial/Ethnic Group**

Figure 7 compares the performance of Grade 4 students in different racial/ethnic groups in New York City and the State on the ELA in 1999 and 2000. The percentage of students scoring in Levels 3 and 4 combined (i.e., the proficient and advanced categories) increased for all racial ethnic groups between 1999 and 2000. Nevertheless, the percentage of Hispanic and African American students achieving Levels 3 and 4 was considerably lower than the percentages reported for Asian and White students.

**DISCUSSION**

Citywide, New York City students performed better in 2000 on the State Grade 4 ELA than they had in 1999, the first year that the test was administered. Since the test is closely aligned with State and City standards to which our students are held, and with actual classroom instruction, these findings demonstrate that our students are making progress toward the attainment of the new higher standards in language arts. As was the case last year, the percentage of New York City students performing at the proficient and advanced levels (Levels 3 and 4) surpassed that of other large cities in the State that are comparable to New York City (i.e., Buffalo, Rochester, Syracuse, Yonkers).

Several factors have contributed to these positive findings, most notably the development and implementation of a standards-based education system. The elements of such a system include:

- Clearly defined standards for student learning,
- Educational strategies for student learning that are focused on the standards and informed by student assessment data,
- Alignment of resources and policies to carry out strategies for student learning,

- Evaluation of the effectiveness of educational strategies and their execution by measuring student learning with appropriate assessments, and
- Continual revision of educational strategies and/or their execution based on assessment outcomes.

These elements are being institutionalized through a variety of initiatives including several literacy-based initiatives. Since 1996, the priorities of the school system have explicitly included building a foundation of basic literacy skills at an early age. New York City has embraced early childhood literacy assessment, through the development and implementation of the Early Childhood Literacy Assessment System (ECLAS). ECLAS is used in Grades K-3 to individually determine a student's progress in developing literacy with the goal of individualizing instruction. Beginning in the 1997-98 school year, Project Read was initiated in Grades 1, 2, and 3. Its major goal has always been to build an expanded platform for the development of literacy by the end of third grade. In 1999-00, Read was expanded to serve students in Grade 4 as well. Both the expansion of the Universal pre-kindergarten program and the implementation of early grade class-size reduction are also focused on building literacy at the early childhood levels.

In addition, to support the rigorous reading and writing standards adopted in New York City, district and school staff throughout the city have engaged in a concerted professional development program to discuss the standards and to identify instructional practices to help students meet them. The results shown here reflect a continuation of the system's response to the challenge of literacy development. Although it is still early in the institutionalization of systemic efforts to develop a standards-based educational system, the gains in performance on the fourth grade ELA show that these efforts are yielding results. Students and staff are beginning to have a clear sense of what is expected of them through the standards. This should promote greater consistency of instruction across districts, and provide greater continuity of instruction from grade to grade in the elementary schools.

In conclusion, the gains in ELA achievement among fourth graders reflect many of the instructional initiatives put into place and the increased focus on literacy through the standards and instructional practices. The institutionalization of these initiatives and the implementation of new ones should reinforce these efforts and result in continued incremental improvements in subsequent years.

**Table 1**

Grade 4 State ELA Assessment
Number and Percent of Students Tested and Not Tested
1999 – 2000 Comparison

| | 1999 | | 2000 | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Students Tested | | | | |
| General Education | 66,031 | 79.3 | 66,610 | 79.2 |
| Students with Disabilities[a] | 9,934 | 11.9 | 10, 846 | 12.9 |
| (English Language Learners)[b] | (5,699) | (6.8) | (5,793)[b] | ( 6.9) |
| (General Education)[b] | (4,045) | (4.9) | (4,029)[b] | (4.8) |
| (Students with Disabilities)[b] | (1,654) | (2.0) | (1,764)[b] | (2.1) |
| (Former ELLs)[b] | (14,501) | (17.4) | (15,324)[b] | (18.2) |
| Total Tested | 75,965 | 91.2 | 77,456 | 92.1 |
| Students Not Tested | | | | |
| Exempt English Language Learners | 5,944 | 7.1 | 5,553 | 6.6 |
| Absent | 1,107 | 1.3 | 754 | 1.0 |
| Other Not Tested | 291 | * | 393 | * |
| Total Not Tested | 7,342 | 8.8 | 6,700 | 7.9 |
| Total Register Grade 4 | 83,307 | | 84,156 | |

[a]Students with disabilities who were tested included students in general education with supplemental aids and services (e.g., resource room, related services, consultant teacher services, integrated programs, etc.) and students in self-contained classes, with testing modifications as required by their Individual Education Plans.

[b] These students are included in the tested students listed above.

*Indicates less than 1 percent.

Table 2

# Demographic and Resource Comparison of New York City, Large Cities, and New York State

| | NYC | Large Cities* | New York State Public Schools |
|---|---|---|---|
| Percent English Language Learners | 16.3% | 8.1% | 7.7% |
| Percent Minority | 84% | 70% | 44% |
| Percent Free Lunch | 73% | 73% | 45% |
| Number Microcomputers (per 100 students) | 9.2 | 14.4 | 14.1 |
| Number of Library Books per Student | 9.0 | 12.3 | 15.1 |
| Expenditure per Pupil (1996-97) | $8,171 | $9,636 | $9,321 |
| Percent of Teachers not Certified | 16.9% | 11.3%** | 9.4% |

Source: New York State Education Department 655 Report, April 1999

* Buffalo, Rochester, Syracuse, and Yonkers
** Does not include Buffalo

Figure 1

# MEAN ELA SCALE SCORES
## JANUARY 1999 AND FEBRUARY 2000

General Education, Special Education, and English Language Learners

### Grade 4

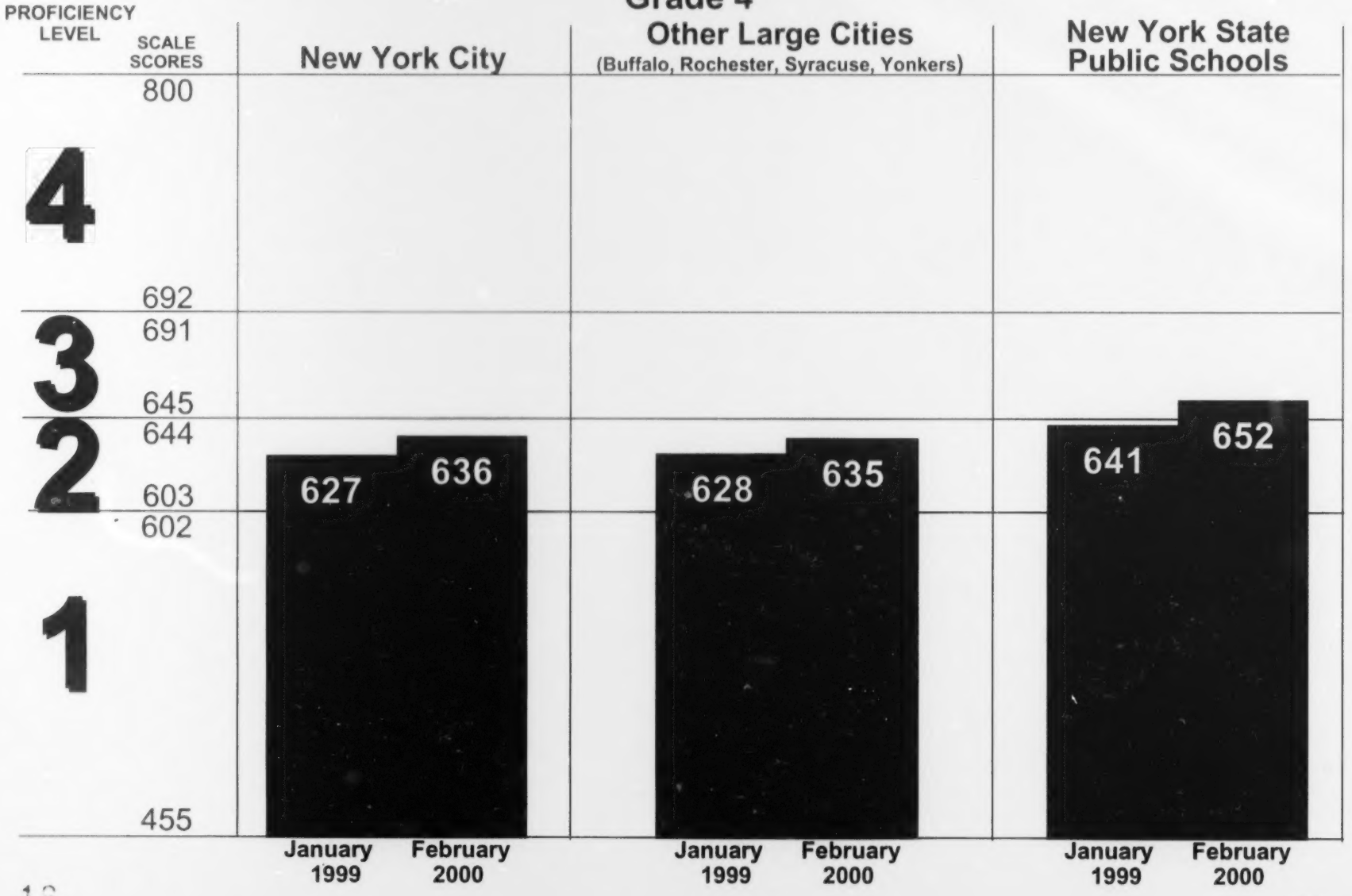


Figure 2

# GRADE 4 ELA COMPARISON BETWEEN NEW YORK CITY, OTHER LARGE CITIES, AND NEW YORK STATE JANUARY 1999 AND FEBRUARY 2000

PERCENTAGE OF STUDENTS IN EACH PROFICIENCY LEVEL

General Education, Special Education, and English Language Learners

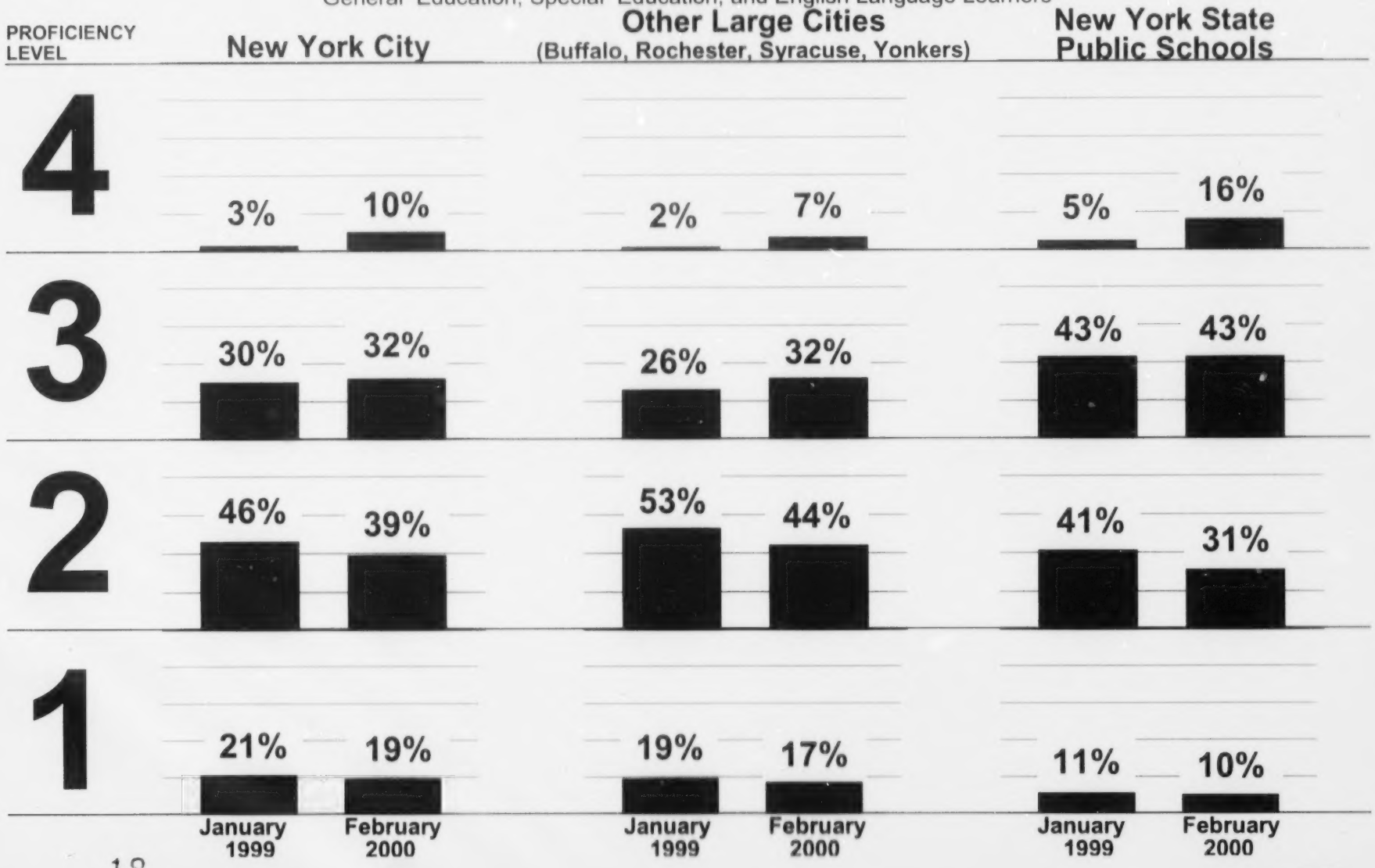
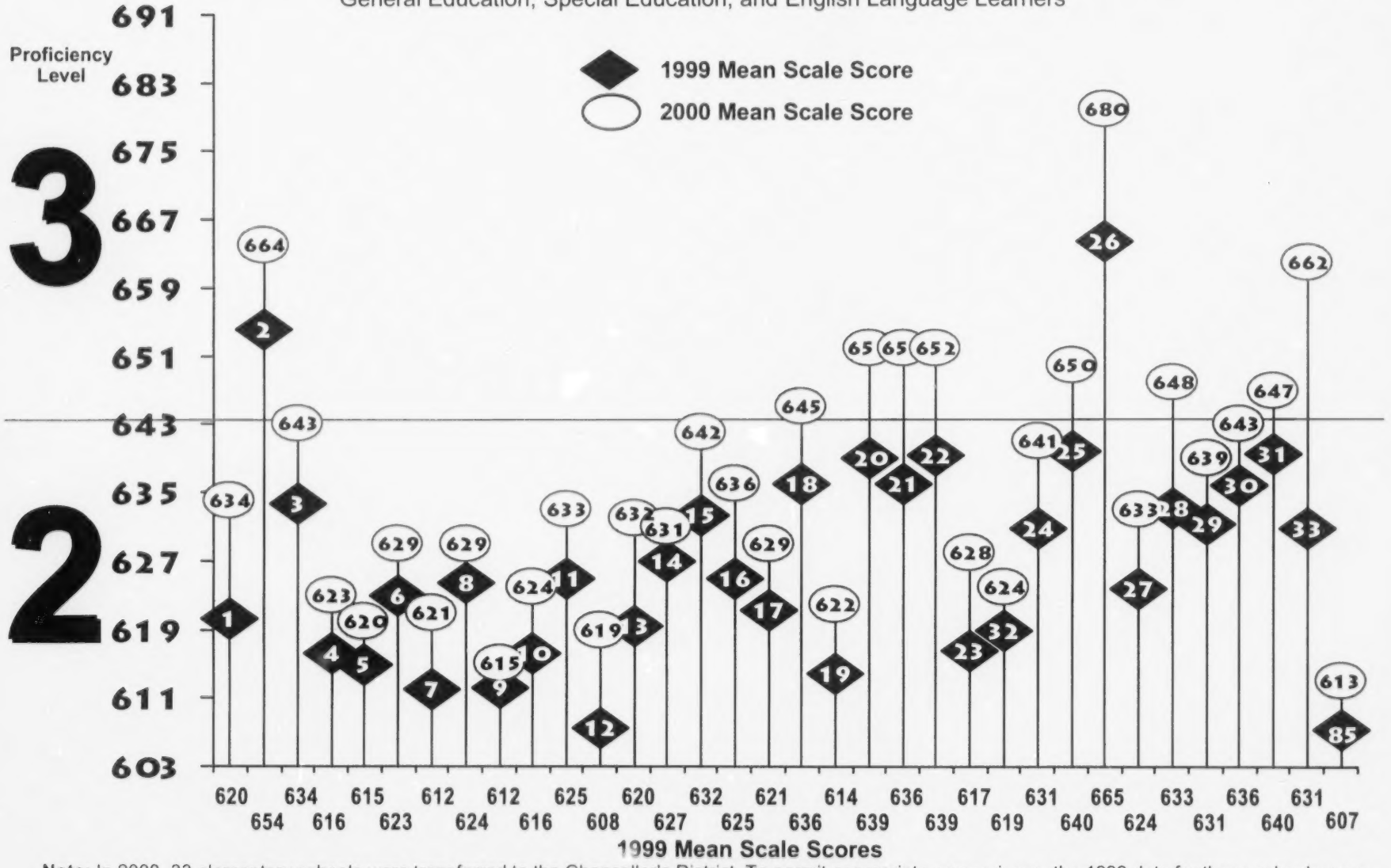


Figure 3

# CHANGE IN GRADE 4 ELA MEAN SCALE SCORES BETWEEN JANUARY 1999 AND FEBRUARY 2000 BY DISTRICT

General Education, Special Education, and English Language Learners

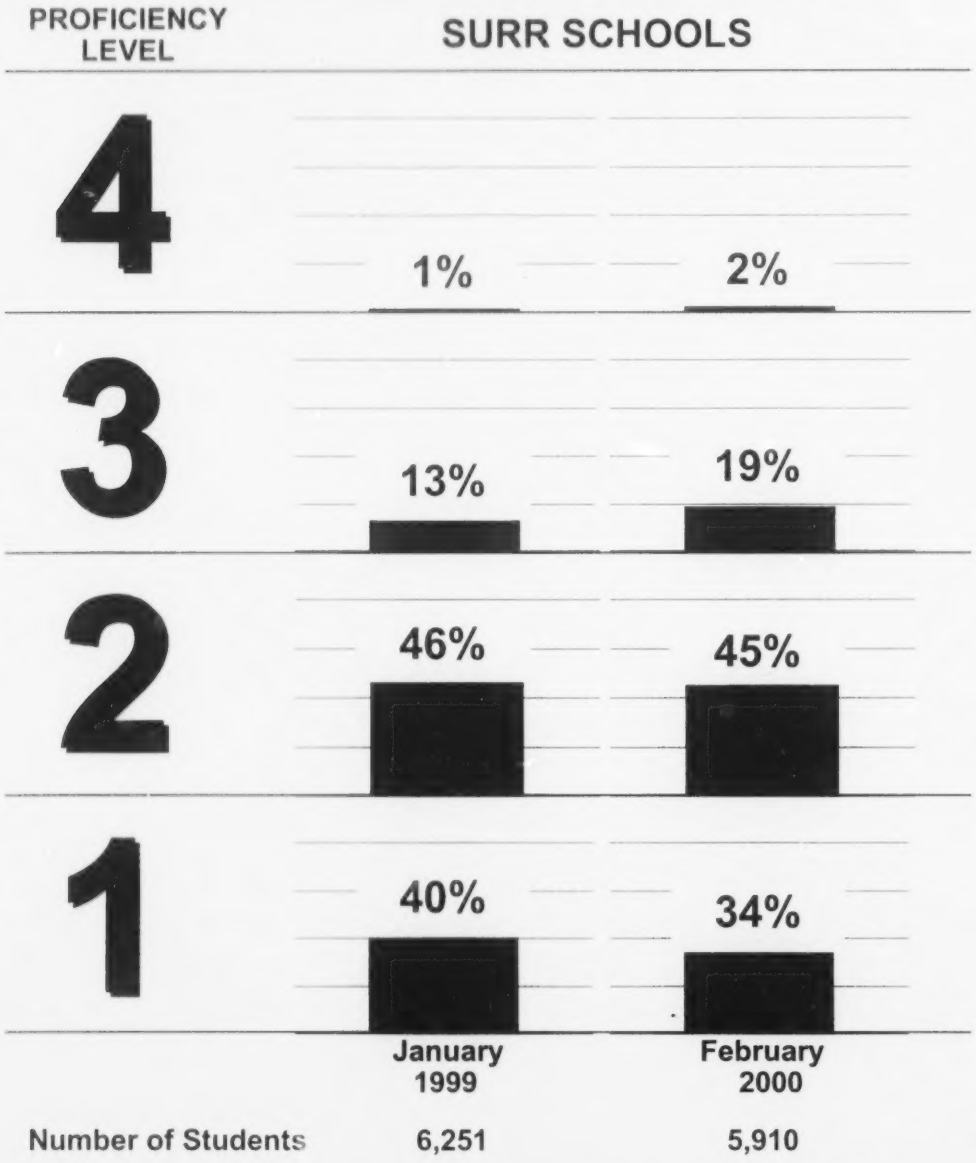



**Note:** In 2000, 33 elementary schools were transferred to the Chancellor's District. To permit appropriate comparisons, the 1999 data for these schools were transferred to the Chancellor's District.

Figure 4

# GRADE 4 ELA PERFORMANCE OF SURR SCHOOLS

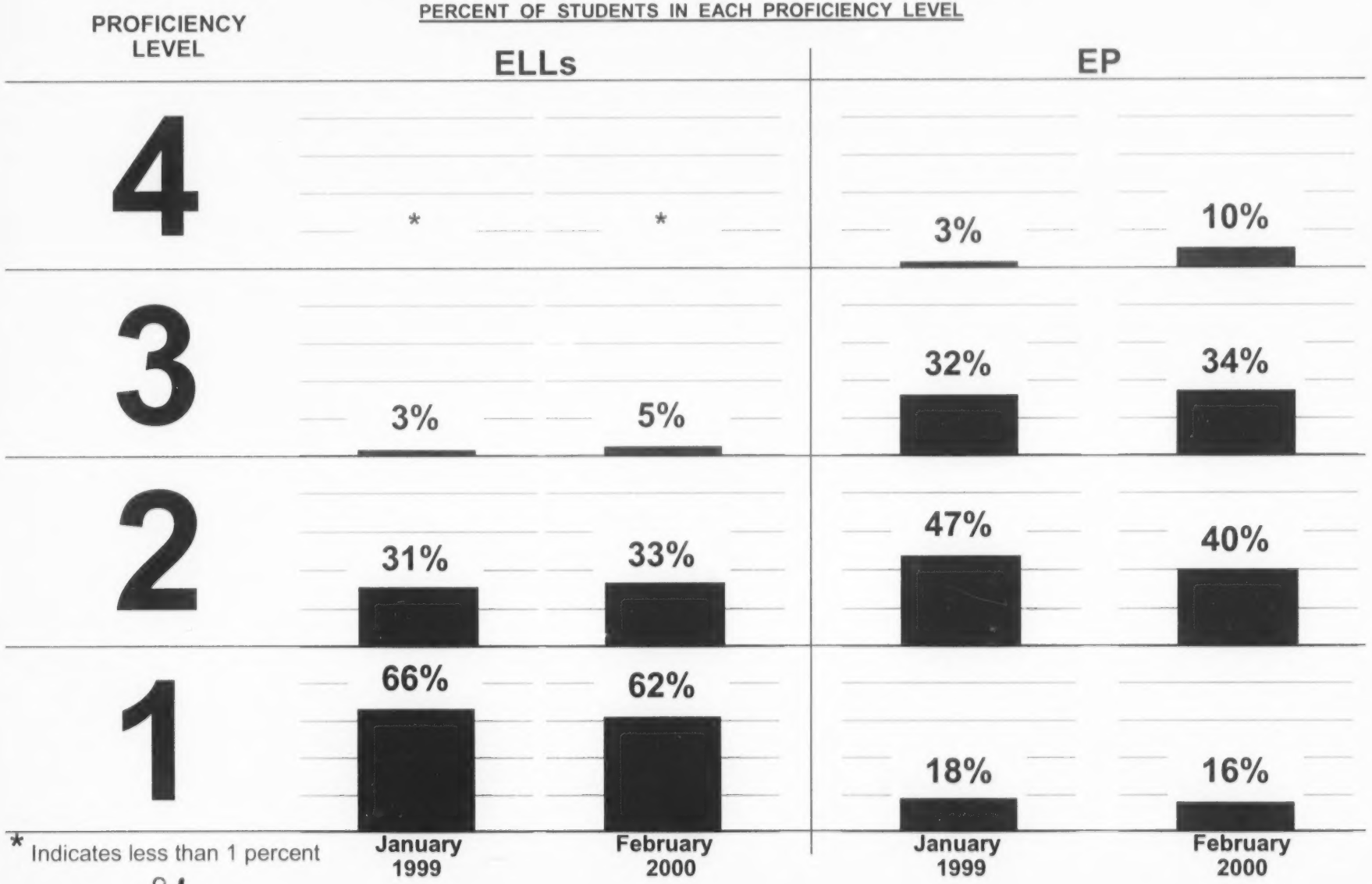
PERCENT OF STUDENTS IN EACH PROFICIENCY LEVEL




| | January 1999 | February 2000 |
|---|---|---|
| Number of Students | 6,251 | 5,910 |

Figure 5

## COMPARISON OF GRADE 4 ELA SCORES FOR ENGLISH LANGUAGE LEARNERS (ELLS) AND ENGLISH PROFICIENT (EP) STUDENTS




* Indicates less than 1 percent

Figure 6

# GRADE 4 ELA PROFICIENCY LEVEL OF FORMER ENGLISH LANGUAGE LEARNERS (ELLs)

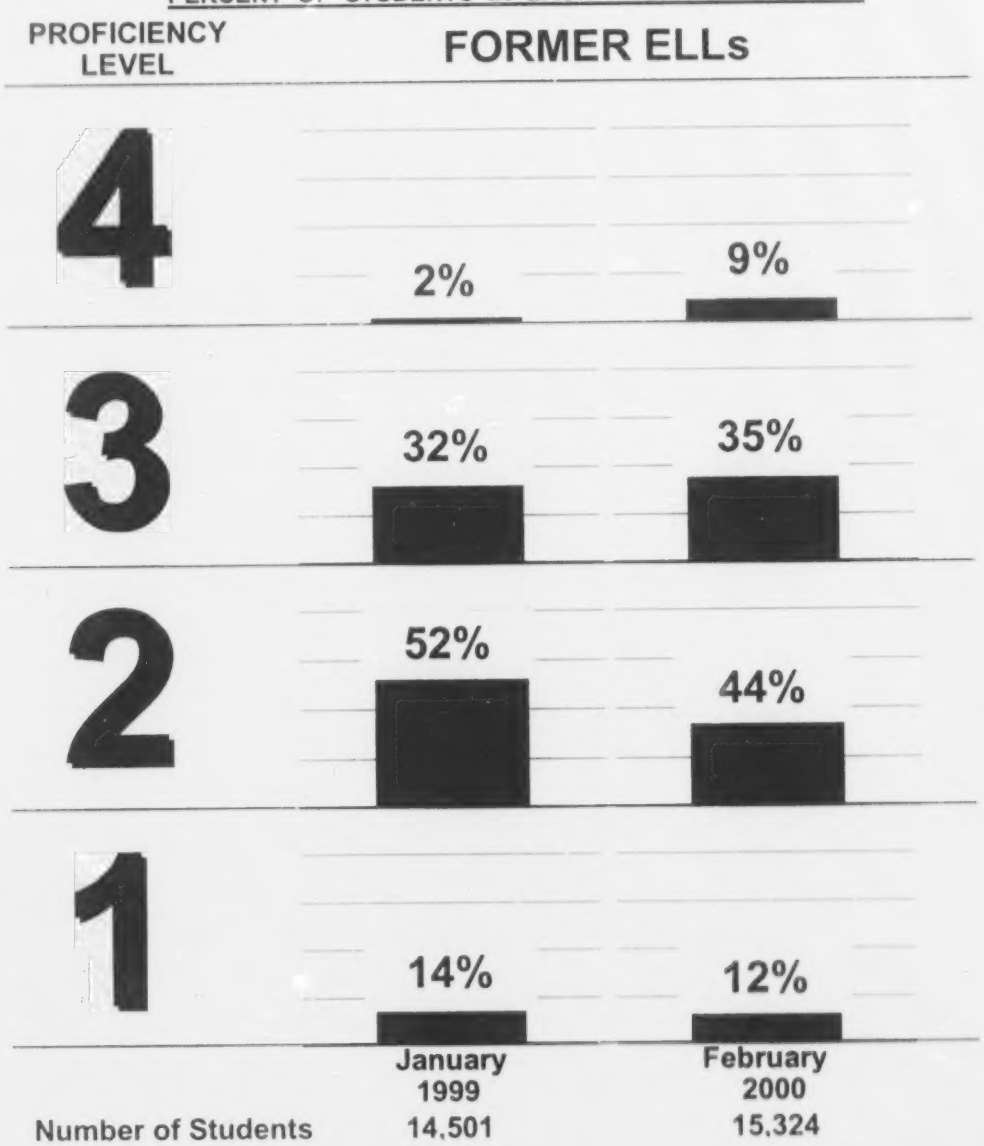


Figure 6

# GRADE 4 ELA PROFICIENCY LEVEL OF FORMER ENGLISH LANGUAGE LEARNERS (ELLs)

PERCENT OF STUDENTS IN EACH PROFICIENCY LEVEL

Figure 7

# PERFORMANCE OF GRADE 4 STUDENTS IN DIFFERENT RACIAL/ETHNIC GROUPS IN NEW YORK CITY ON THE ELA

General Education, Special Education, and English Language Learners

PERCENT OF STUDENTS IN EACH PROFICIENCY LEVEL

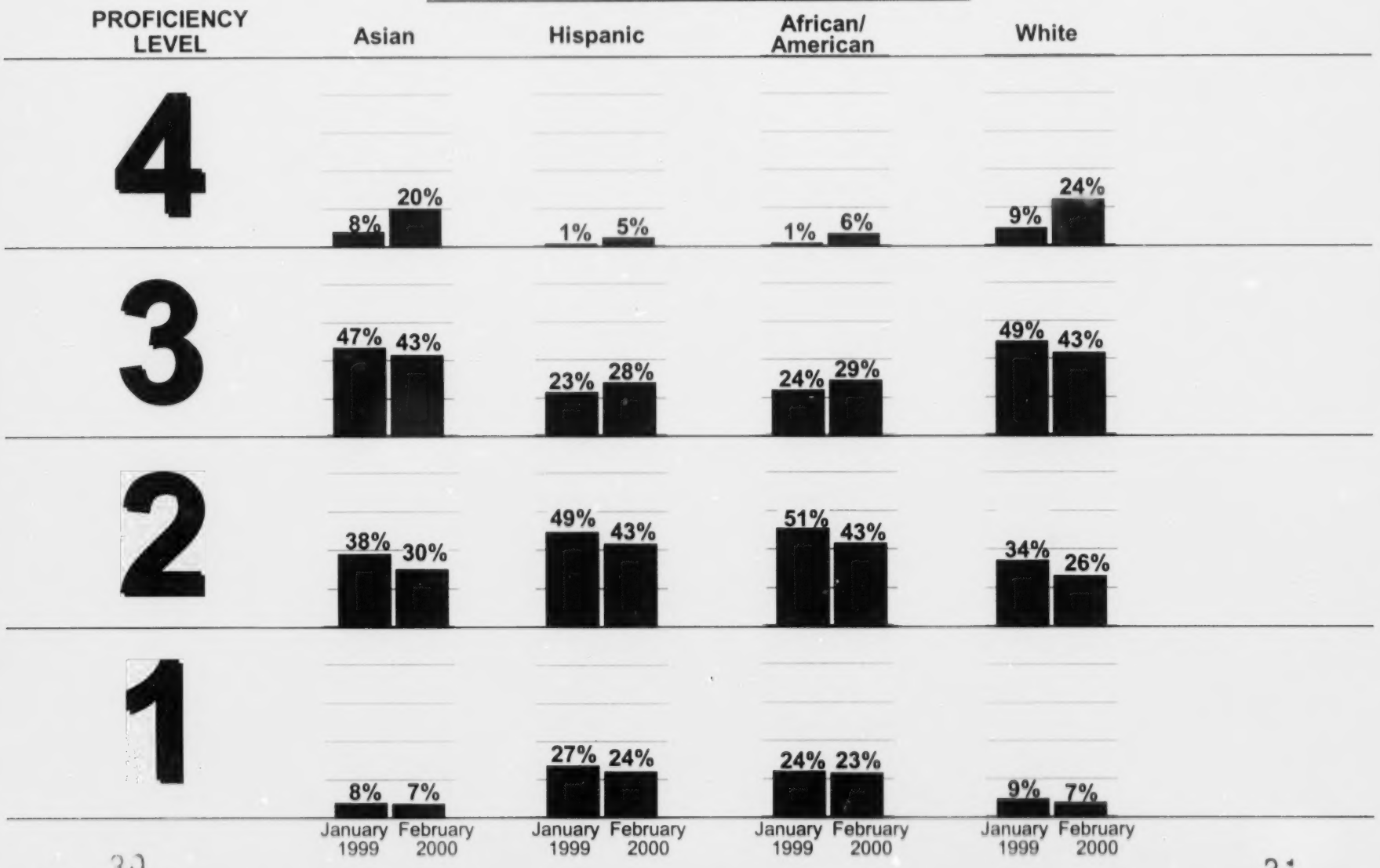


**Table 3**

**Mean Scale Scores**
**for the Grade 4 ELA Test by District for January 1999 and February 2000**
**(General Education, Special Education and English Language Learners)**

| District | 1999 Actual Scale* Score | 1999 Adjusted Number Tested | 1999 Adjusted Mean** Scale Score | 2000 Number Tested | 2000 Mean Scale Score | Scale Score Difference (2000-1999 Adjusted) |
|---|---|---|---|---|---|---|
| 1 | 619.9 | 822 | 620.2 | 814 | 634.0 | 13.8 |
| 2 | 654.2 | 2,094 | 654.2 | 2,213 | 664.5 | 10.3 |
| 3 | 632.9 | 1,548 | 633.6 | 1,565 | 643.4 | 9.8 |
| 4 | 615.6 | 1,397 | 616.3 | 1,418 | 623.2 | 6.9 |
| 5 | 614.8 | 1,019 | 614.9 | 1,053 | 619.7 | 4.8 |
| 6 | 622.9 | 2,655 | 622.9 | 2,766 | 628.7 | 5.8 |
| 7 | 611.4 | 1,323 | 612.1 | 1,362 | 621.0 | 8.9 |
| 8 | 624.3 | 2,288 | 624.4 | 2,296 | 629.0 | 4.6 |
| 9 | 611.5 | 2,716 | 612.2 | 2,922 | 615.0 | 2.8 |
| 10 | 614.4 | 3,548 | 616.2 | 3,769 | 623.6 | 7.4 |
| 11 | 624.9 | 3,177 | 624.9 | 3,352 | 633.3 | 8.4 |
| 12 | 606.6 | 1,283 | 607.5 | 1,402 | 619.0 | 11.5 |
| 13 | 619.5 | 1,586 | 619.5 | 1,639 | 632.0 | 12.5 |
| 14 | 627.0 | 1,746 | 627.0 | 1,853 | 631.2 | 4.2 |
| 15 | 632.4 | 2,232 | 632.4 | 2,355 | 642.1 | 9.7 |
| 16 | 617.4 | 649 | 624.9 | 720 | 635.5 | 10.6 |
| 17 | 620.5 | 2,623 | 621.2 | 2,499 | 629.3 | 8.1 |
| 18 | 636.0 | 2,268 | 636.0 | 2,303 | 645.4 | 9.4 |
| 19 | 613.9 | 2,515 | 613.9 | 2,428 | 622.0 | 8.1 |
| 20 | 639.0 | 2,645 | 639.0 | 2,668 | 651.5 | 12.5 |
| 21 | 636.0 | 2,029 | 636.0 | 2,173 | 651.8 | 15.8 |
| 22 | 639.4 | 3,193 | 639.4 | 3,316 | 651.9 | 12.5 |
| 23 | 616.6 | 1,443 | 616.6 | 1,421 | 627.7 | 11.1 |
| 24 | 630.9 | 3,604 | 630.9 | 3,612 | 641.3 | 10.4 |
| 25 | 639.9 | 2,234 | 639.9 | 2,322 | 649.5 | 9.6 |
| 26 | 664.5 | 1,564 | 664.5 | 1,720 | 680.2 | 15.7 |
| 27 | 622.7 | 3,610 | 623.8 | 3,456 | 633.4 | 9.6 |
| 28 | 631.8 | 2,486 | 633.2 | 2,457 | 647.6 | 14.4 |
| 29 | 631.4 | 3,006 | 631.4 | 2,842 | 638.9 | 7.5 |
| 30 | 635.8 | 2,787 | 635.9 | 2,905 | 643.3 | 7.4 |
| 31 | 639.6 | 4,496 | 639.6 | 4,460 | 646.7 | 7.1 |
| 32 | 618.5 | 1,368 | 618.9 | 1,442 | 623.6 | 4.7 |
| 33 | 630.8 | 67 | 630.8 | 159 | 661.7 | 30.9 |
| 75 | 566.1 | 520 | 567.0 | 616 | 560.1 | -6.9 |
| 85 | 615.1 | 2,926 | 607.4 | 3,316 | 612.7 | 5.3 |
| Citywide | 627.3 | 75,965 | 627.3 | 77,456 | 636.2 | 8.9 |

*Note 1:1999 Actual district results reflects the school organization in the district during the 1998-99 school year.
**Note 2: In 2000, 33 elementary schools were transferred to the Chancellor's District.
To permit appropriate comparisons, the 1999 data for these schools were transferred
to the Chancellor's District.

**Table 4**

**Percent in Proficiency Levels 3 and 4 by District for the Grade 4 ELA**
**January 1999 and February 2000**
**(General Education, Special Education and English Language Learners)**

| District | *1999* Levels 3+4 | *2000* Levels 3+4 | *Change* Levels 3+4 |
|---|---|---|---|
| 1 | 23.4 | 36.5 | 13.1 |
| 2 | 61.8 | 70.1 | 8.3 |
| 3 | 36.9 | 46.5 | 9.6 |
| 4 | 22.7 | 30.7 | 8.0 |
| 5 | 18.9 | 25.0 | 6.1 |
| 6 | 26.4 | 35.5 | 9.1 |
| 7 | 16.8 | 26.4 | 9.6 |
| 8 | 29.6 | 34.5 | 4.9 |
| 9 | 17.2 | 20.6 | 3.4 |
| 10 | 22.4 | 29.7 | 7.3 |
| 11 | 26.7 | 37.0 | 10.3 |
| 12 | 14.1 | 26.0 | 11.9 |
| 13 | 23.1 | 35.4 | 12.3 |
| 14 | 31.8 | 37.6 | 5.8 |
| 15 | 37.4 | 45.6 | 8.2 |
| 16 | 27.0 | 44.4 | 17.4 |
| 17 | 26.4 | 35.5 | 9.1 |
| 18 | 40.6 | 51.1 | 10.5 |
| 19 | 20.7 | 27.6 | 6.9 |
| 20 | 44.6 | 55.3 | 10.7 |
| 21 | 41.8 | 57.5 | 15.7 |
| 22 | 44.2 | 54.9 | 10.7 |
| 23 | 20.3 | 33.4 | 13.1 |
| 24 | 34.8 | 44.6 | 9.8 |
| 25 | 46.9 | 54.5 | 7.6 |
| 26 | 75.3 | 83.5 | 8.2 |
| 27 | 29.2 | 39.7 | 10.5 |
| 28 | 37.3 | 51.2 | 13.9 |
| 29 | 34.5 | 44.3 | 9.8 |
| 30 | 40.4 | 47.0 | 6.6 |
| 31 | 46.6 | 53.7 | 7.1 |
| 32 | 24.4 | 29.2 | 4.8 |
| 33 | 26.9 | 67.3 | 40.4 |
| 75 | 1.7 | 2.4 | 0.7 |
| 85 | 14.7 | 20.7 | 6.0 |
| Citywide | 32.7 | 41.7 | 9.0 |

*Note 1:* Proficiency Level 3 indicates performance that meets the Grade 4 standards. Proficiency Level 4 indicates performance that far exceeds Grade 4 standards.

*Note 2:* In 2000, 33 elementary schools were transferred to the Chancellor's District. To permit appropriate

**Table 5**

**Change in Proficiency Levels by District**
**Grade 4 ELA**
**1999 Compared with 2000**

| *District* | *1999 Level 1* | *2000 Level 1* | *Difference Level 1* |
|---|---|---|---|
| 1 | 24.5 | 15.5 | -9 |
| 2 | 6.7 | 5.5 | -1.2 |
| 3 | 18.1 | 16.7 | -1.4 |
| 4 | 31.2 | 26.5 | -4.7 |
| 5 | 29.9 | 29.3 | -0.6 |
| 6 | 24.1 | 23.0 | -1.1 |
| 7 | 30.7 | 27.3 | -3.4 |
| 8 | 23.9 | 23.2 | -0.7 |
| 9 | 33.4 | 32.2 | -1.2 |
| 10 | 29.8 | 27.8 | -2 |
| 11 | 20.2 | 17.8 | -2.4 |
| 12 | 36.4 | 26.5 | -9.9 |
| 13 | 26.2 | 20.3 | -5.9 |
| 14 | 18.6 | 20.5 | 1.9 |
| 15 | 17.2 | 15.4 | -1.8 |
| 16 | 21.9 | 16.7 | -5.2 |
| 17 | 26.2 | 23.3 | -2.9 |
| 18 | 13.4 | 12.8 | -0.6 |
| 19 | 31.9 | 27.1 | -4.8 |
| 20 | 12.2 | 9.7 | -2.5 |
| 21 | 14.5 | 12.3 | -2.2 |
| 22 | 12.4 | 12.3 | -0.1 |
| 23 | 29.2 | 22.9 | -6.3 |
| 24 | 18.5 | 15.0 | -3.5 |
| 25 | 11.4 | 9.2 | -2.2 |
| 26 | 2.5 | 2.3 | -0.2 |
| 27 | 24.0 | 20.3 | -3.7 |
| 28 | 15.5 | 12.0 | -3.5 |
| 29 | 15.6 | 14.4 | -1.2 |
| 30 | 14.1 | 13.5 | -0.6 |
| 31 | 11.4 | 12.4 | 1 |
| 32 | 27.6 | 25.1 | -2.5 |
| 33 | 10.4 | 6.3 | -4.1 |
| 75 | 76.7 | 77.9 | 1.2 |
| 85 | 38.9 | 33.9 | -5 |
| *Citywide* | 21.3 | 19.0 | -2.3 |

*Note 1:* Level 1 indicates performance that is below basic proficiency.

*Note 2:* In 2000, 33 elementary schools were transferred to the Chancellor's District. To permit appropriate comparisons, the 1999 data for these schools were transferred to the Chancellor's District.